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The Fremont Union High School District's programs' aims were to identify gifted students, encourage them toward maximum intellectual growth, challenge them by enriching their learning experiences, require of them more self-direction, and help them develop a growing understanding of their own capabilities and major interests.

Identification of the student should be by a score of 130 or above on an individual intelligence test and by a score at or above the 98th percentile on group intelligence or achievement tests. The program should be limited to 3% of the participating minors, by judgments of teachers and school administrators.

The role of the Counselor was important because he initiated, organized, regulated, and sustained the program. He should keep record's for each child.

The types of state-identified programs included enrichment in the regular classroom, correspondence courses or special tutoring, and placement in advanced grades or classes. Also recognized were attendance in college classes and special counseling or instruction outside regular classes.

Certain procedures should be carried out for each student. He should give his consent and he should have a sponsoring committee. Also, individual case study records should be kept on him.

Some suggestions for specific activities in enhancing the individual learning program included special counseling, a teacher-student project, individual study, and student seminars. Also important were personal contacts, field trips, and special school facilities.

A bibliography and forms were included.

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for
Enhanced Individual Learning Program

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Fremont Union High School District

Sunnyvale, California

HANDBOOK
for
ENHANCED INDIVIDUAL LEARNING PROGRAM

FREMONT UNION HIGH SCHOOL DISTRICT
Sunnyvale, California

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April, 1964

PREFACE

In recent years there has been a great deal of interest in locating and encouraging talented students. The educational experiences these pupils need cannot be provided merely by requiring them to do more of the same work done by less capable students. Fremont Union High School District offers a wide range of courses designed to meet the needs of each pupil. Guidance services are offered to assist pupils and parents in making appropriate choices and plans. In addition, the Enhanced Individual Learning Program has been organized to expand the environment of the gifted student and give him opportunities commensurate with his abilities.

Much credit must be given to each counselor and teacher who has given thoughtful attention to the development of this program. Under the leadership of the district consultant, the schools are offering students many opportunities for enhanced learning experiences. General patterns for the program have emerged successfully. Improvement and extension now depend on the creativity, dedication, and enthusiasm of the persons involved.

M. Delbert Lobb
Assistant Superintendent
Curriculum and Research

FOREWORD

This handbook is a supplement to the 1962 bulletin from the Curriculum Department on the "Enhanced Individual Learning Program." It provides more specific suggestions and assistance within the framework set down by the original bulletin. The program has been formulated with the intention that every aspect coordinated through the District Office should be adaptable to the student involved, his counselor and his school. It is hoped that this handbook will be used as a resource book rather than as a definitive policy-making reference.

G. Brian Jones
Consultant,
Enhanced Individual Learning Program

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I. PURPOSES OF THE PROGRAM

As stated in the 1962 bulletin, the Fremont Union High School District's program proposes "to identify gifted students, encourage them toward maximum intellectual growth, challenge them by enriching their learning experiences, require of them more self-direction, and help them develop a growing understanding of their own capabilities and major interests."

The program has developed in the direction of the following three objectives:

1. To assist Enhanced Program students with any extra enccouragement, interest and information which their counselors feel could assist the students' adjustment at school (i.e. something beyond the normal counseling attention which each student in the schools receives).

2. To stimulate Enhanced Program students to make optimal use of their potentialities. "Self-actualization" and "self-realization" have long been stated as goals of counseling and as such are very abstract. The degree to which an individual has "actualized" or "realized" his capabilities is really only determinable by that individual himself. This program has been developed with the viewpoint that students' participation should be encouraged. They are enlightened about opportunities available in order to facilitate than decision to participate.

3. To provide Enhanced Program students with opportunities to recognize aspects of their capabilities and of their environment which they have been unaware of thus far.

II. STUDENT IDENTIFICATION

Identification of students for the Enhanced Program is under the direction of the Director of Guidance, working through each school's head counselor.

The state has set up minimum standards for identifying "mentally gifted minors." These standards must be met for each student for whom the school district wants to obtain state authorization and support. The Enhanced Program operates within this framework of standards but also encourages counselors to include any students whom the counselor, teachers, and school administrators believe should be part of the program even though these students may not meet the state's minimum standards. It is suggested that counselors go through the same process in enrolling these students as they use with students who do meet the state's minimum standards. This includes such aspects as obtaining parental and student consent, setting up a sponsoring committee, and building up the student's personal case study records.

Following is a review of the state's minimum standards as contained in the 1962 bulletin. Evidence of the general intellectual capacity of each pupil shall be one of the following:

1. By a score of 130 or above on an individual test of intelligence such as the Revised Stanford Binet Scale, Form L-M.

2. By a score at or above the 98th percentile on group tests of intelligence and a score at or above the 98th percentile on group reading achievement or arithmetic achievement standardized tests. These tests must have been administered within 36 months preceding the identification date. These tests must be ones approved by the State Board of Education (a list is available).

3. Limited to 3 percent of participating mentally gifted minors -- by judgments of teachers and school administrators familiar with the demonstrated ability of mentally gifted minors as well as judgments of psychologists familiar with the mental abilities of these students.

III. ROLES OF SCHOOL PERSONNEL IN THE PROGRAM

A. Counselor's Role in Enhanced Program

The counselor is the key person in initiating, organizing, regulating, and sustaining the program for each of his eligible students. The program can only be sustained if the counselors maintain their interest and attention. On their shoulders is placed the responsibility of making sure that their students have enriched individual attention and opportunities. With each new school semester there should be no need to wait for some policy statement from the school's head counselor or from the district office. This program will be only what the counselors make it and must be maintained as an ongoing integral part of the counselor's duties. Most counselors and teachers have experienced the pleasure of seeing capable students develop intellectually and acquire a desire for knowledge. These are the rewards which the counselor can receive through this program.

Records must be established and consistently reviewed (revised) so it can be known exactly what is happening within the program for each participating student. Parents will have to be contacted when their children are involved in study program changes, outside activities or any other specific activities which are part of enhancing their learning experiences. Teachers and administrators will have to be made aware of the program, and how it can involve some of their students; then be asked to participate as students' sponsors.

Thus much effort probably will be demanded of the counselor involved in this program but the successful development of the program will then be a tribute to him. It should be apparent that a large part of the counselor's role will be determined by each counselor's own motivation and interest.

B. Sponsoring Committee's Role in Enhanced Program

This committee should include persons (mainly teachers and administrators) who have a definite interest in the particular student involved and who are willing to help the counselor provide this student with anything that is deemed necessary to enrich the student's education. Initially it may involve nothing more than verbally consenting to maintain an interest in a student. Ultimately it should involve this person being instrumental in the planning of the student's school program of studies and his activities in the Enhanced Program. More involvement of the sponsoring committee members in the activities of the program has been expressed as a desirable objective. In setting up a sponsoring committee for a student, the counselor should be careful to ask only those persons who are proficient in the student's areas of interest. Serving as a committee member will often entail specific activities for these persons such as working with a student in individual study or perhaps giving that student guidance on a project the student wants to carry out.

C. Coordinator's Role in Enhanced Program

A coordinator working with the program on a district-wide basis should function in an advisory capacity. This person provides the counselors with any assistance they need to establish enhanced learning opportunities for their students. Such assistance includes the following: acquisition of materials or information which the counselor does not have immediately available, liaison with community resources and schools of higher education, suggestion of possible new aspects which the program could include, aid in planning and carrying out school-wide or district-wide student activities, and assistance in actual counseling. It is anticipated that the coordinator's role will continue to be one of provision of resources and other assistance and not one of taking over the counselor's responsibility for his students in the program.

IV. TYPES OF STATE IDENTIFIED PROGRAMS

The Enhanced Individual Learning Program as developed in Fremont District is somewhat of a innovation if not in type at least in actual content. The state has identified different types of programs which could be set up for "mentally gifted minors." Most of these approaches have been and are still being carried out in different schools in the district. Perhaps a reiteration of these approaches will provide some ideas for the extension or improvement of the program. As listed in a state bulletin these include:

A. Enrichment in Regular Classes--involving:

1. Additional educational activities which are planned to meet the special abilities and interests of these students.

2. The use of advanced materials (such as resource books, audio-visual materials, experimental materials, independent-study materials or programmed-learning materials.)

3. Special help directly or indirectly through persons other than the regular classroom teacher.

B. Correspondence Courses or Special Tutoring--it is suggested that:

1. Correspondence courses should be used only when students are not able to fit such courses easily into their regular program.

2. Teacher or counselor should be assigned to supervise the correspondence work of pupils.

3. Such correspondence courses should be equivalent to high school courses offered by the University of California Extension Division and should be approved by the local board of education.

4. It may be desirable to have a close working relationship between the counselor and the tutor employed.

C. Placement in Advanced Grades or Classes--basic criteria including:

1. That placement is on an individualized basis.

2. That the grades or classes are, in fact, more advanced.

3. That the receiving teacher is empathic and is ready willing and able to work with the student.

4. That guidance and counseling functions facilitate the transition for the student.

D. Attendance in College Classes

No one has really evaluated the influence of such an activity on the high school student. Some have expressed concern that some such students have subsequently lost interest in their high school courses, friends and activities. It would seem that such placement would demand much discretion on the part of all persons involved. If it is possible to provide such learning experiences within our high schools (in any one of them!) this approach is preferable to college placement. However there are some cases where the students are able to do above-average college work and are mature enough to handle themselves in both high school and college areas; with them college placement may be successful.

E. Special Counseling or Instruction Outside Regular Classes

This involves providing the students with additional educational opportunities which they do not receive in the regular

classroom. Such an approach should be on a regular and planned basis. This would be the approach that is especially valued in the Enhanced Program in which the emphasis has been on individualized attention by counselors and teachers.

V. MINIMUM PROCEDURES FOR ENHANCED PROGRAM STUDENTS

It has been recommended that each of the following procedures be carried out for every student involved in the program. The counselor has the responsibility of making sure that each one of these is maintained.

A. Consent

Obviously the student's consent is a necessary requirement for involving him in Enhanced Individual Learning Program activities but the matter of the parents' consent has been the subject of some discussion.

A state bulletin of September 1962 made the following statement regarding this:

> "It is recommended that parents be notified of their children's mental giftness and that written consent for participation in an educational or counseling program for mentally gifted minors be obtained during an interview with both parents or other persons rather than by means of written communications."

In a subsequent bulletin of April 1963, it was also noted that such written consent is a means of showing that a legal requirement has been met and it does represent a record of mutual consent for the student being in a special program. Later interpretation of the original statements has indicated that <u>verbal consent will suffice</u>.

Since the Fremont District program accents an individual approach to enrichment it would seem that matter-of-fact contact with the parents as soon as the student is to be enrolled in the program could be premature. Parent involvement is necessary and highly desirable but it should come at such time as some definite involvement in the program is planned for the student. In addition, the parent or guardian permission should be obtained for any changes made in a student's school program as well as for any Enhanced Program activities in which a student participates outside of his school.

B. Sponsoring Committee

The state suggests the use of a committee in identification of "mentally gifted minors" for special program participation. The sponsoring committee in the Enhanced Program is quite different. The word "committee" is not used here to refer to a group of persons meeting regularly to transact business. It is used to connote a

group of willing adults who will maintain a continuing interest in the student sponsored. The committee may be consultative (persons a counselor would contact if the need for assistance arose) or operational (persons who have volunteered to help the student). It is hoped that in the future more involvement of the sponsoring committee in planning students' activities will be achieved.

The usual procedure for setting up this committee has been for the counselor, once he has become acquainted with the needs and interest of his student, to solicit the help of teachers or administrators who are definitely interested in working with this student. If possible the student should have a part in choosing the members of his sponsoring committee.

If the setting up of this committee is efficiently contrclled this could be one of the bulwarks in the maintenance of the program. Each student could be working closely with one or more members of his own sponsoring committee perhaps on a project of mutual interest or on individual study coordinated by this committee member. Also the committee could provide an additional resource for the student, the student's parents and the counselor in helping that student make educational and vocational decisions.

C. Individual Case Study Records

The September 1962 state bulletin has the following suggestions on this topic:

> "The individual case study record should be an open-ended, continuing document containing pertinent, up-to-date information. This information should be highly significant in planning educational and counseling experiences and programs for mentally gifted minors. These records should be used to:
>
> 1. Focus attention upon the unique need, interests, and abilities of these children.
>
> 2. Help school personnel assess motivational structure.
>
> 3. Assist teachers in planning educational programs which are uniquely tailored to individual students.
>
> 4. Serve as a basis for evaluating programs and as a basis for appraising effectiveness of efforts to help each student.
>
> 5. Provide information useful for research.

These records should include:

1. All pertinent evidence found by the committee which made a study of qualitative and quantitive dimensions of the pupil's general intellectual ability.

2. Information regarding interests and attitudinal factors.

3. Academic records--including standardized test scores.

4. Indications of creativity.

5. Descriptions of behavior and of changes in behavior.

6. An assessment of needs and indications as to how the school might see to it that these needs are met.

7. Career and educational goals.

8. Family background and an assessment of the influence of the family and peer group on the child.

9. Samples of his work.

10. Biographical data describing the significant events in his life and how he feels about school, college, work, his country, persons with whom he associates, and himself."

The clerical aspect of counseling can be most frustrating to a counselor who is anxious to have more time for individual counseling with his students. However, a certain minimum amount of information must be available on each student in the program. Such data enables everyone to know what each one of the students is doing in the program.

Much of the information which is listed above is a part of the case folder already available for each student in the program. It has been suggested that the handling of materials on any student in the Enhanced Individual Learning Program could be made more efficient if a separate folder containing this information were inserted in each student's regular case folder in the files. Periodic review of the status of each student's folder is imperative.

Some of the information listed above can be obtained directly from the student by having him write an autobiography when he becomes part of the program. This can be very worthwhile. For the

student, it can be an opportunity to take a closer look at himself including his familial background, his attitudes, interests and goals, and his reaction to the Enhanced Individual Learning Program. For the counselor, it can be a resource for further counseling with each pupil, especially when problem areas are mentioned which have not been revealed in regular counseling sessions. For all it can be an additional factor of information which will help adapt the program to individual students. A suggested outline for such autobiographies is given on page 24.

Forms summarizing the involvement of each student in the program should be completed perhaps once a semester. The main aim of these forms which the counselor should keep up by fairly continuous revision is to help evaluate the status of the program for each student. Copies of the two forms that have been used are found in the appendix on page 25 and 26. These can be revised if some more efficient "check list" type record is thought necessary. The head counselor should gather these from the counselor near the end of each semester and submit them to the district office. One of the purposes of the information on these forms is the requesting of state excess-cost reimbursement. The form on page 26 could be given to a student, a teacher, or an administrator so that they can describe and evaluate their reactions to Enhanced Individual Learning Program.

VI. SUGGESTIONS FOR SPECIFIC ACTIVITIES IN ENHANCED INDIVIDUAL LEARNING PROGRAM

By listing a number of possible activities which could be established for students in the program, it is hoped that the counselor will recognize that there is no single approach that should be used with every student. With a number of resources available the student, the counselor, the parents, and the sponsoring committee should try to find the one(s) which will most benefit that particular student. There should be at least one individual approach adaptable to each student.

A. Special Counseling

This should be the fundamental approach of the Enhanced Program. With the emphasis on the individual, the counselor's attention should be aimed at achieving a more intimate knowledge of each Enhanced Program counselee. Through individual counseling interviews, group counseling and casual contact, the students should be made to realize that there are persons definitely interested in their problems, decision-making, and future planning. Actually this approach does not differ from that which should be taken with every counselee. However, with Enhanced Program students the counselor has adults in sponsoring committees and personal contacts in the community to assist in the responsibility of counseling these students.

B. Teacher-Student Project

Some students in the program have been working with teachers in certain areas of interest. This has sometimes taken the form of

additional work above and beyond class requirements. In other cases this activity has taken the form of a student doing a project in the line with a course's requirement; that is, gaining course credit for the project.

It would seem most advisable that a student work on a project with one of the members of his sponsoring committee. For this reason when the counselor and the student are setting up a sponsoring committee they should seek the consent of teachers or administrators who will be willing and able to help the student on a project of his interest; e.g. girl working on long term research project on ultra-violet under direction of Chemistry teacher who channels her reading and gives minimum amount of direction to the project.

C. Individual Study

Some students in the program have been doing extensive individual study on topics of specific interest to them. This has been attempted with a minimum amount of direction from counselor and sponsoring committee members. In some cases the students have been given release time from certain classes to do extra study in the library or perhaps have been given permission to audit other classes in the school. In other instances this individual study has taken place during the student's own time and has involved periodic contact with an adult. For example, a junior girl has been doing extra reading in English. She reads selected short stories and meets every-so-often with a teacher from her sponsoring committee. They discuss the readings stressing such topics as the psychological implications of the plot for the characters involved. She is not given course credit or graded performance but she feels she has profited from this type of enriched experience.

This aspect of the program could develop as a real strong point in the future. It has been expressed as entirely feasible that the school program of many of the Enhanced Program students should be adapted to their particular needs and abilities. This should not remain a glittering generality. Specific changes should be made in course load or within a course itself. If one of the students is capable in a certain subject area there should be no reason why he could not be given release time from that subject, providing he meets certain minimum requirements; e.g. major examinations, to do individual study in another part of the school plant. This latter aspect could involve working in an area of weakness, working in an area that the student always wanted to study, or auditing a course which he wanted to take but could not arrange in his program.

The counselor is the person to set up such program adaptations. Clearance must be obtained from the teacher from whose course the student will be given release time. The student must be helped to realize that the opportunity for individual study is a real privilege, one that should be met with mature effort on his part. It is felt that this is an aspect of the program, which can develop because

of the close contact counselors have with their Enhanced Individual Learning Program students. Recognizing needs is one thing but finding satisfactions for these needs is the central motive of the program. Individual study properly organized can be a possible solution.

D. Student Seminars

Many students in the program have expressed interest in round-table discussions on topics of mutual concern. Such an activity is by no means original but the way it could be developed in our program could be somewhat novel. In the total group of students we have small subgroups of students who have mentioned particular interest in various topics in a number of fields of study. It should be possible to bring these subgroups together periodically for group discussions. These sessions should be of a high calibre because all the students involved should have demonstrated both a specific interest in the discussion topics and a level of competence which will enable them to be integral active participants in the discussion.

Many suggestions could be made about the structure and the topics of such group discussions. A few of each will be listed followed by the description of a similar approach used by a school district in another state.

1. Suggestions regarding structure of group discussions.

    a. It would seem that a most worthwhile type of group discussion would be a seminar approach.

    b. Here leadership would be left up to the students involved with adults being present only to provide assistance where it was requested by the students.

    c. An outside guest (e.g. college professor, industrial scientist, politician, psychologist) could be invited to make a short presentation which would serve to introduce the topic of a seminar. The ensuing discussion would be conducted by the students.

    d. Leadership of the seminar should be rotated among the students. Perhaps they could work individually or in pairs, preparing a topic for discussion, introducing it briefly and "chairing" the discussion.

    e. Such seminars should be made up of no more than 8-10 members.

    f. The topics of the seminars, a suggested outline for the discussion and a list of thought questions which would enable each member to do some preparatory thinking for the seminar, should be sent to each prospective seminar member at least one week before the date of the meeting.

g. The seminars probably should not be limited to students of any one grade level. Freshmen could benefit from participation with seniors in some discussion, and it would appear that they are quite capable of such interaction.

h. These seminars could be on a one-high-school basis or on a district-wide basis (with the session held at a central location). Many of the students have noted a desire to meet and work with students from another high school.

i. An attempt should be made to place a time limit (e.g., 60-90 minutes on these seminars. An exception to this would be when a conference type activity has been planned where there could be a number of related seminars.

j. Seminars could be scheduled after school (e.g., 3 to 4:30 P.M.) or on Saturdays. In some cases it may be necessary to schedule them during school hours, and then an attempt should be made to find times when the students involved would not suffer academically because of time out of regular classes.

k. One or more adult sponsors should be present at each student seminar to provide direction and participate in discussion when necessary.

2. Suggestions regarding topics for student seminars.

Many topics have already been suggested by our students. These can be grouped in major areas of interest including:

a. Psychology--general introduction and selected topics relevant to teenagers.

b. Philosophy--general introduction and selected topics relevant to teenagers.

c. Politics and Political Science--primarily for those students interested in going in law.

d. Creative writing--discussion of techniques and selected examples.

e. Literature--(e.g. selected works from Greek Literature).

f. History--discussion of possible careers available for those persons having university training in history.

g. Internation Relations--perhaps relative to foreign embassy, United Nations, or Peace Corps work.

h. The Arts--music, drama, sculpture, art.

i. Foreign Languages--with opportunity for students to take part in a discussion in a foreign language.

3. An Illustration of the use of student seminars.

A seminar program used by the Cascade League High Schools in Washington is described by the principal of one of the schools, Loren D. Lanphere.* They selected topics from areas not covered in regular school courses and requested the help of college professors as speakers. The topics included: "An Introduction to Philosophy," "An Introduction to Logic," "Development of Modern Art," "Economic Problems in Today's Society," and "The Impact of Technology and Automation on Society."

The seminars were scheduled as two hours in length. After each speaker had designated the material he wished the students to read as background for his topic, books (usually relatively inexpensive paperbacks) were distributed to the students about a month before each seminar. Questionnaires completed by both the students and the professors were used to evaluate this program.

Following a five-month trial, the steering committee in charge of the seminar program decided that two changes in their approach were necessary. One involved allowing at least one hour of every seminar for student discussion (formerly it had worked out to be less than a half hour). The other adaptation included getting the students a wider range of materials so they could better prepare themselves. A bibliography and set of study questions was drawn up for each seminar. Seminars were then spaced six-weeks apart instead of the original one-month separation.

E. Personal Contacts

Another activity for Enhanced Program students could involve having them personally meet individuals from industry and business, including professionals (doctors, lawyers, nurses, teachers, dentists, architects, psychologists, sociologists, etc). It is very rewarding to see how willing such persons are to assist the schools. The community resources are there; the major job is contacting the proper ones with requests.

A copy of the first page of a letter mailed to persons in the aforementioned categories is found on page 27. This page of the letter is accompanied by a second on which the "referee" lists the names and

*Cited from: Bulletin of the National Association of Secondary--School Principals, December, 1963, pages 62-64.

business addresses of persons who may be willing to help as well as the type of activity in which they may be willing to participate.

When the second page of the letter is returned to the district office the persons listed on it are contacted by phone and made aware of the request for assistance. For each volunteer, the contact information card on page 28 is completed. It is hoped that an extensive file of such cards can be established. Any counselor wishing to make a community contact for one of his students could refer to the file and choose from the resources listed there.

Any contact with persons in the business world should be as close as possible to a basic one-to-one relationship. At the same time, the school should not attempt to infringe too extensively on the willingness of contact persons to help. In many cases they are willing to invite students to their places of work and thus on-the-job experience can be gained by counselees. Many of the contacts have mentioned that they are willing to work with small groups of students or with individual students. If small groups are used the number should be limited (e.g. 3-4 students). It would seem that the more individualized the contact, the more efficient the learning experience.

A few final suggestions could be made about the use of this approach. Every community contact should be given sufficient warning (e.g. at least one week), informed of the number of students who will be involved and asked what preparation would be necessary by the school. It would also seem advisable that students be apprised of what they can expect during this activity so that they can do some preparatory thinking on the subject and perhaps formulate some definite questions they would like to have answered during the activity.

A few examples of Enhanced Learning activities which could be included under this approach may help to relay some feeling of the unlimited opportunities available.

1. A group of doctors has offered to work with potential medical students in a series of contacts. These would begin with four lectures on such topics as the nature of the medical profession, preparation possible during high school, colleges and scholarships available, typical education experiences, and avenues of specialization in medicine. Then would follow opportunities for the boys and girls to visit with different persons in medicine such as surgeons, pediatricians, physicians and laboratory or research doctors. Possible experience with med students (going to classes with them), with hospital physicians (making their ward rounds with them), and with surgeons (sitting in the amphitheatre of an operating room) could provide suitable conclusions to this contact.

2. Industries like Lockheed have volunteered assistance to the Enhanced Program with aeronautical engineers, aerospace psychologists, and nuclear physicists who are willing to

speak with students on small informal group basis in the schools. Many students have asked for just such personalized contact--to investigate how these people prepared for their jobs and how they spend their working day.

3. Many of our students would like to visit on-the-job with a community contact person. Some students wanted to see what an architect does at his drawing board, what a civil engineer does in his office and then out in the field, even what a research scientist looks like when he is working in his lab, what a lawyer does when he is preparing a case or when he is in court--the list could go on indefinitely.

F. Field Trips

This approach is somewhat of a natural outgrowth of the previous one. Once again it is by no means novel but the development of it should be. This approach should be reserved for those students who have not chosen specific fields of interests. There are many such students. These young people are very capable of being successful in a number of areas of future endeavor. Therefore it should not be too surprising that they now have varied interests and really do not know which way to turn.

For this group of students one partial solution to the common problem may be exploration and experimentation in a number of occupations. Experiences where they can see what is being done in industry and have a chance to talk to different professional and business persons may allow these students to "reality-test" their various interests. Field trips to various places in the community may be very meaningful to them.

Nor should the field trips be limited to vocational-oriented activities only. The organization of possible cultural experiences for students could also lead to enhanced learning experiences for the students in the program. Many of them have not had the opportunity to visit an art gallery and to talk with the curator, or to attend a musical or dramatic presentation. Many of them would like to take part in such activities but are reluctant to go by themselves.

In many ways this is the most obvious Enhanced Learning Program activity but in other ways it can involve the most pitfalls. It is not too difficult a problem to set up tours but it is rather questionable whether students selected at random would find these experiences truly "enhanced learning." It should also be realized that transportation problems can arise.

The Enhanced Program emphasizes the student, not the group. If groups of students can be formed by stressing individual interests and needs, then perhaps the field trip approach can be successful.

It can be suggested that the age of students in such groups should be restricted so that each student can have greater opportunity to ask questions and participate in discussion. The field trips should be well laid out in advance. The students should receive advance notice of what they can expect and they should be encouraged to do some preparatory thinking--formulating questions which they would like answered during the field trip. The proposed experience should be planned so that the students are given time for some initial discussion and some concluding discussion. During the latter period they should be given ample opportunity to express their questions and to freely communicate with adults they have contacted during the trip.

By trying to mold groups of students who have similar interests and comparable abilities to profit from the experience, it should be possible to use such field trips as another integral aspect of the program. If well organized, these could be exciting learning experiences.

G. Other Uses of School Facilities

There are many other resources in the schools which have been used or could be used by Enhanced Program students. These are available to all students and it is suggested that students in this program be given additional encouragement to make use of them. A few examples are listed below.

1. Science laboratories.

Through the permission of the various teachers and administrators involved many students have made extended use of electronics, chemistry, physics and biology labs. During spare periods or after school, these students have used these facilities to work on their individual research projects. Students have even come to school on weekends to complete work under the direction of an authorized adult.

2. Library and instructional materials.

Students in this program should feel that they are not limited in reading resource material. The supply books and other references in the main school libraries as well as in the division libraries (e.g. science library) is constantly being supplemented. The librarians all expressed much interest in assisting Enhanced Program students in any way possible. They will even order new references for teachers who are working with individual students on special projects.

It appears that many of the students do not make efficient use of the available school library facilities. They should be continually encouraged to develop and use good library skills since these will tend to carry over to their college experience. Even the habit of contacting the librarian during "off hours," and not during the after-school rush, would be

a major improvement. The librarians are anxious to help Enhanced Program students with their individual study topics or with their research projects--the students must give them a chance!

All the librarians noted that students can fill out special forms for library privileges at Stanford University and San Jose State College. These forms are available from the librarian (example on page 29) and must be signed by the librarians. The librarians have stipulated, however, that they will question each student to make sure that he or she has made a thorough search of reference material available in our schools.

The Stanford and San Jose librarians found it expedient to issue these forms because they were continually beseiged with requests from high school students. At the same time they are anxious to help students who have sincere requests for assistance. Although Stanford does limit the library privileges to a two-week period during any semester, such a period would be sufficient for most of the students; if it is not, special procedures can be worked out.

The following comments were extracted from letters sent out by the librarians of the above two institutions. The San Jose State College librarian pointed out that:

> We are asking your cooperation in limiting such use to students of exceptional ability who are undertaking individual projects of special nature for which their school library is not adequate.

The Stanford Director of University Libraries stated that:

> Instead of 5 to 15 day home-use borrowing privileges during a semester, reading-room privileges only will be granted during a maximum of two weeks per semester upon the written request of the school librarian. Home-use borrowing privileges may be arranged, however, for a very few exceptional students who are doing independent research at the college level.

The Foothill Junior College library has not adopted the use of these forms as yet but may do so in the near future.

3. Summer school enrollment.

Provision of additional learning opportunities for students was one of the original objectives of the summer

school program. Thus summer school attendance could constitute another Enhanced Learning activity.

Some students are convinced that summer school can help them make better use of their vacation period. Various students have mentioned the difficulty they have getting summer jobs and have complained that they consequently waste much of their vacation doing nothing.

Perhaps students need to be made aware that summer school does not necessarily mean remedial work. Enhanced Program students have attended summer school to take a college prep requirement (e.g. U. S. History) so that they can have release-time to take courses they normally would have missed or to do individual study during the next school semester. Other students have picked up courses they would not be able to take in their college-preparatory program (e.g. Notehand, Typing, or an additional foreign language).

4. Films for enrichment.

Audio-visual resources have been used extensively for enrichment in the classroom. An unlimited number of films is available through educational and public relations departments of local industries, government film agencies, or through the district Audio Visual Center. Groups of Enhanced Program students at each school could meet together on their own free time or during free periods to view and discuss specially selected films. Such groups could organize the showing of these films in a central room in the school. These showings would be open to every student.

Robert W. Simko describes a similar approach used in the Orange High School, Orange, New Jersey.* He refers to the "nondirected showing of top-quality commercial films to students on a voluntary basis during their study periods." (page 59).

These films are shown in the school auditorium throughout the school day. They were previewed and grouped to approximate the time of a school period. The films were shown one day a week from October to May. Students served as projectionists and two teachers regularly in the study hall acted as supervisors. Program passes were issued to students attending a session and were collected at its conclusion.

*Cited from: Bulletin of the National Association of Secondary-School Principals, December, 1963, pages 59-61.

Simko, the school principal, believes the approach was successful concluding that the film program offers a simple, yet effective, approach to enrichment. It serves as one plank in a firm foundation of superior learning experiences. (page 61).

5. Summer placement.

Opportunities are available for the summer attendance of students at various university and college campuses. In the past these have been limited to high school juniors. The head counselor in each school usually receives direct notification from the respective institutions.

Each summer the National Science Federation training program for high school students of superior ability is offered at San Jose State College. Some Fremont District students have attended its Institute in Chemistry and Physics.

The University of California at Santa Barbara offers a summer session for high school juniors for which scholarship applications are available. The students enroll in university courses in the Sciences, Humanities, Fine Arts, Social Sciences and Foreign Languages and live in campus residences and receive university credit for their six-week summer attendance.

Many other programs are available through the University of California on its various campuses throughout the State.

6. Special programs.

Various programs are available through the cooperation of groups in business and industry. Some of these are initiated by the Boy Scouts of America working in conjunction with the high school. Other programs are established by educational committees of various professional organizations, such as that organized by the Institute of Electrical and Electronics Engineers.

The program offered by the I.E.E.E. is available to all high school students, not just Enhanced Program members. Information on this program has been sent out through the district office addressed to teachers and students in the area of electronics.

The following quotation from the letter to the teachers should give you some idea of the nature of the I.E.E.E. program.

> The Subcommittee for Secondary Education, a part of the local chapter of the Institute of Electrical and Electronic Engineers, is prepared to make all

arrangements to put such boys in touch with local companies which would provide sponsorship and help in the form of (1) consultation and advice, (2) test equipment, and (3) scrap parts.

Normally it is difficult for schools to make such arrangements with industry, even though many companies are more than glad to help gifted boys. This committee, composed of engineers from all branches of industry, has been formed to perform this function.

a. The boy must have some original project, either in school or outside, in which he needs special help.

b. He should outline his work in a single-page summary and submit it to the committee through you.

c. The committee will screen the applicants and submit the names of those qualified to interested industries. If a company expresses interest, the boy will be introduced to the proper persons by a committee member. The committee will then step out of the picture, other than to see that the program goes smoothly.

d. It is requested that the boy advise the committee about the results achieved in light of the help given.

7. Reading materials available.

A number of references in the form of books, bulletins and journals are available to the counselor. Primarily relevant to the discussion of gifted and creative students, these references can be borrowed from the district office. A list of these references accompanied by brief notes on their contents is contained in Appendix.

VII. A POTPOURRI OF TOPICS RELATED TO ENHANCED INDIVIDUAL LEARNING PROGRAM

This concluding section contains brief discussions of a number of topics which may help clear up unanswered questions on Enhanced Program procedures and students.

A. Communications Regarding Activities

All counselors should be notified of activities set up through the district office at the request of individual counselors. A

copy of a form entitled "Student Activity Notice" follows on page 30. This form will be sent to the counseling secretary in each school. The upper right hand corner will contain the student's name and school and the date of the notice. The counseling secretary will make sure that the counselor has signed the form in the upper left hand corner before the form is sent on to the student. This signature means the counselor has authorized this activity as a meaningful part of that student's Enhanced Program. If the student is interested in participating in the activity, he or she will tear off the bottom section and return the "Reply" to the counseling secretary.

Some additional communication is necessary regarding these activities. One method to evaluate the success of activities is to get a feedback of information from the students participating. The form "Student Evaluation Checklist" on page 31 could be used for this purpose. At the culmination of any Enhanced Program activity every student should be requested to fill in this form after which all forms should be returned to the district office. Once a notation of the students' reactions has been made, these forms will be sent back to the schools so that they can be filed into the respective case folders.

B. The Underachieving Gifted Child

Note: the following discussion is adapted from an article by John C. Gowan in the April 1955 issue of Exceptional Children, Volume 21.

1. The counselor working with gifted underachievers is faced with problems such as the following:

   a. These students are self-sufficient and unsociable, therefore, more difficult to reach and to interest in social activities. Since they have less interaction with their peers, they have less opportunity to undergo normal socializing influences.

   b. These students have identified less with their parents who themselves seem to be less active and less supportive than parents of overachievers.

   c. These students because of their unsociability tend to identify less with teachers and thus their behavior is still more difficult to influence.

   d. These students tend to have fewer salable skills and thus find it more difficult to become independent of an unsatisfactory family situation, to gain a sense of worth and participation through their jobs, and to keep going on to college.

2. The following are some of the suggestions offered by Dr. Gowan for counselors working with gifted underachievers.

a. Since these students are usually boys by a ratio of two to one, counselors most capable of reaching them should be assigned. Perhaps male counselors may be more effective than females with such boys.

b. Give attention to building up these students in an area where they have real chances of understanding success (e.g. athletics, music, hobbies, an academic course). Attention should also be given to securing the interest of strong adult models with whome these students can easily identify.

c. Give attention to activities which plague boys of this period (e.g. economic dependence on a hostile home figure, ignorance about sex, worry about the draft, concern whether mediocre scholastic record can be brought up to college standards, anxiety over rejection by teachers). These boys must feel that their counselors have time for them.

d. Try to find membership roles for these students in clubs and activities. They should be encouraged to take responsibilities which will help develop their social abilities.

e. Since they often feel insecure and lack real peer groups, attempts could be made to group these students. This could lead to confidences and friendships among the members of the group, leading ultimately to improved social adjustment.

APPENDIX

REFERENCE MATERIALS AVAILABLE AT DISTRICT OFFICE.

1. Birch, Jack W., and Reynolds, Maynard, Company. "The Gifted," in Review of Educational Research. 33: 83-98; Feburary, 1963.

2. College Entrance Examination Board. Advanced Placement Program Course Descriptions. Princeton, 1962.

3. College Entrance Examination Board. The Search for Talent. Princeton, 1960. Articles combined into four sections including: "Powers to the development of talent," "Identifying the academically talented," "Field programs in finding and developing talent," "Breaking down barriers to the development of talent." One final section involves case histories of admissions and financial aid problems of four students.

4. Committee on Exception Children and Reporters of Exchange Magazine. How to Educate the Gifted Child. A Collection of Practical Suggestions. New York, 1956. Includes: discussion of need and natures of gifted children, identification separate and regular classes, extra opportunities, individual projects, and through teacher's provisions.

5. Donaldson, Robert, R. Science for the Academically Talented Student. Washington, D.C.: National Education Association, 1960.

6. Gardner, John, W. Excellence, Can We Be Equal and Excellent Too? New York: Harper & Brothers, 1961. Note: The President of the Carnegie Foundation writes on the conflicting demands of excellence and equality.

7. Hampton, Nellie, D. Effects of Special Training on the Achievement and Adjustment of Gifted Children. Washington, D.C.: Office of Education, 1962.

8. Hlavaty, Julius, H. Mathematics for the Academically Talented Student. Washington, D.C.: National Education Association, 1959.

9. Jewett, Arno. English for the Academically Talented Student. Washington, D.C.: National Education Association, 1960. Research study on special summer program.

10. Klein, Milton, M. Social Studies for the Academically Talented Student. Washington, D.C.: National Education Association, 1960.

11. Kough, Jack. Practical Programs for the Gifted. Chicago: Science Research Associates, 1960. Note: includes administrative provisions for the gifted, identification, special talents and disabilities, motivation, survey of programs and special activities.

12. Kough, Jack, and DeHaan, Robert, F. Helping Students with Special Needs. Volume 2. Chicago: Science Research Associates, 1957. Discussion of the following: intellectual, scientific, leadership and creative abilities, artistic, writing, dramatic and musical talents and mechanical and physical skills.

13. Martinson, Ruth A. Special Programs For Gifted Pupils. Bulletin of the California State Department of Education 31 January, 1962. Some chapter headings include: "Characteristics and needs of gifted children," "Identification of gifted pupils," "Educational administration of programs," "The teacher of the gifted," and "Evaluation of programs."

14. Paschal, Elizabeth. Encouraging the Excellent. New York: The Friend for the Advancement of Education, 1960. Section headings include: "Better articulation between school and college," "Programs for enrichment or acceleration within schools and colleges" "Financial assistance for able students."

15. Southern Regional Project for Education of the Gifted. The Gifted Student: A Manual for Program Improvement. 1962. Some section headings include: "The Argument for Differential Education for the Gifted," "Program Organization and Implementation," "Program Evaluation," and appendices involving "Aids to Study for Local School Personnel."

16. Starr, Wilmarth, H., Thompson, Mary, P., Walsh, Donald P. Modern Foreign Languages for the Academically Talented Student. Washington, D.C.: National Education Association, 1960.

17. Sumption, Merle R., and Luecking, Evelyn M. Education of the Gifted. New York: The Ronald Press Company, 1960. Note: includes discussion of nature of giftedness, identification, research, guidance, administration of education, present organization and practice, teachers, role of community, programs at various levels of schooling.

AUTOBIOGRAPHY FORMAT

PURPOSE:

1. To help you to think about yourself and your future plans.
2. To help you to understand and better yourself and your family.
3. To help the counselors understand you in order to help you plan your education.

I. ABOUT MYSELF:

A. MY FAMILY

1. Describe members of your family and your relationships with them.
2. Describe your responsibilities around your home.

B. MY SCHOOL

1. Discuss your school program (likes and dislikes).
2. Describe your relationships with your peers. (Illustrate by telling of one of your friends).

C. MY PERSONALITY

1. Describe your weak and strong points.
   Use the words below and any others you may want:
   Prompt, Irritable, Confident, Quiet, Talkative, Strong-willed, Energetic, Prejudiced, Enthusiastic, Hesitant, Thoughtful, Prefer to be left alone, Like to be with others, Very active, Scholarly, Friendly, Moody, Daring, Reserved, Sociable, Hard-working, Easily discouraged, Careful of self, Forceful, Shy, Like excitement, Given to day-dreams, Many friends, Liked by most teachers and adults, Disliked by teachers and adults, Unhappy, Think of personal future, Like to be at home, Like to read.
2. Describe your general health.
3. Describe your spare time activities.

II. ABOUT MY FUTURE:

A. What are your future ambitions and goals? What are the alternatives?

B. What work experiences have you had?

C. Relate your goals to your personality description.

SUMMARY REPORT

Enhanced Individual Learning Program

25 NAME	SPONSORING COMMITTEE	STATUS OF CASE FOLDER	INVOLVEMENT OF PARENT	PRESENT PROGRAM	ENHANCED LEARNING ACTIVITIES

Fremont Union High School District

ENHANCED INDIVIDUAL LEARNING PROGRAM

Student's Name _____ Grade Level _____ School Year _____

A. Description of program

B. Evaluation of program

_____
Signature

FREMONT UNION HIGH SCHOOL DISTRICT

CUPERTINO - FREMONT - HOMESTEAD - SUNNYVALE HIGH SCHOOLS

P. O. Box 215 Sunnyvale, California REgent 9-6060

EARL A. GOODELL
Deputy Superintendent - Business
WINIFRED A. COOMB
Assistant Superintendent - Instruction

A. C. Stevens
Superintendent

M. DELBERT LOBB
Assistant Superintendent - Curriculum
MARTIN P. MATHIESEN
Assistant Superintendent - Operations

Dear Sir:

We need help! We are attempting to set up a file of names of all persons in this area who would be interested in helping us provide enhanced activities for high school students who have superior ability.

Such persons could include professionals (doctors, lawyers, dentists, nurses, psychologists, etc.) and industrial and business people. The activities could include permitting a student to spend time with the contact person on the job, giving a small group of students an insight into the actual work experience (on the job) which might be encountered by students if they pursued their present vocational aspirations, or presenting a topic of interest and then allowing student discussion in a small student seminar in one of our schools.

We would appreciate your sending us the names of persons we could contact for this assistance with our Enhanced Individual Learning Program. Their address and/or telephone number as well as the type of activity with which you think they would be able to help us would also be useful.

Thank you for your interest.

Sincerely yours,

FREMONT UNION HIGH SCHOOL DISTRICT
A. C. Stevens, Superintendent

G. Brian Jones

G. Brian Jones, Coordinator
Enhanced Individual Learning Program

1 jm

Attachment

Fremont Union High School District

CONTACT INFORMATION FORM
(Enhanced Individual Learning Program)

Contact's Name _____ Occupation _____

Business Address _____ Phone _____

Activity willing to participate in: _____

Dates and times available: _____

Preparation needed on our part: _____

Name of Person Who Referred Contact _____ Address of Referrer _____

Fremont Union High School District

CONTACT INFORMATION FORM
(Enhanced Individual Learning Program)

Contact's Name _____ Occupation _____

Business Address _____ Phone _____

Activity willing to participate in: _____

Dates and times available: _____

Preparation needed on our part: _____

Name of Person Who Referred Contact _____ Address of Referrer _____

HIGH SCHOOL STUDENT REQUEST FOR STANFORD LIBRARY PRIVILEGES

The Stanford University Libraries will grant for two weeks per semester reading room-use of its collection to students attending local high schools when specific references are not available in their own library. Privileges will not be granted for regular or long-term use in ordinary curricular work. Stack privileges will not be granted. Library cards issued are non-transferable. In addition, the Libraries reserve the right to limit further or to refuse library privileges to high school students.

School: _____

INTRODUCING: Student's Name _____

Student's Address _____

City: _____

Please circle: Grade: 10 11 12

Please indicate period requested:

Week of _____

This introduction serves to identify the above named as a registered student who needs material in the field of _____ or specific references from the following sources _____

_____

_____.

Please grant Stanford Library privileges for the period indicated. Our library facilities are limited in this area and we are unable to furnish material or secure it at the public library. The student agrees to accept the same responsibility as Stanford students regarding care of materials.

SIGNED: STUDENT: _____

REFERRING LIBRARIAN: _____

LIBRARY: _____ Telephone _____

This completed form should be presented within one week from date of issue to the attendant on duty at the Service Desk, Circulation Division, Stanford University Libraries. This desk is open Mondays-Fridays only from 9:00 am to Noon and from 1:00 pm to 4:30 pm.

_____

THIS SPACE FOR USE OF STANFORD LIBRARY

NON-STUDENT CARD ISSUED _____ EXPIRES _____ ISSUED BY _____

Counselor's Signature

SCHOOL _____

STUDENT'S NAME _____

DATE OF NOTICE _____

Fremont Union High School District

E.I.L.P. - STUDENT ACTIVITY NOTICE

The following activity is being planned through the E.I.L. Program. If you are interested in participating at the time indicated, sign the "student reply slip," tear it off, and give it to the counseling secretary.

Description of activity: _____

_____

Proposed time and date of activity: _____

Preparation needed on your part: _____

_____

Preparation we will be making: _____

_____

(Tear along this line)

E.I.L.P. STUDENT REPLY

I believe that this activity will be beneficial to me. I plan to participate.

_____ _____

Signature School

Fremont Union High School District

STUDENT EVALUATION
of
Enhanced Program Activity

We need your reactions to every aspect of the program in which you are involved. The following questions apply to the activity in which you have just participated. Please fill in the questionnaire and turn it in immediately to the teacher or counselor in charge.

TYPE OF ACTIVITY: _____

DATE OF ACTIVITY: _____

1. Did you find this activity stimulating? YES ☐ NO ☐

2. Was this activity organized so that you received maximum benefit? YES ☐ NO ☐

3. Would you like to participate in a similiar activity in the near future? YES ☐ NO ☐

4. Did you received additional understanding and/or interest from this activity? YES ☐ NO ☐

5. Can you describe one understanding or appreciation received?

_____

_____

_____

6. Can you suggest an activity which you think would be a worthwhile follow-up to this present activity?

_____

_____

7. Make any comments you feel would benefit our E.I.L.Program.

_____

_____

_____ _____
Signature School